



## College Park Elementary

100 Davidson Dr.  
Ladson, SC 29456

<b>Grades</b>	PK-5 Elementary School	
<b>Enrollment</b>	812 Students	
<b>Principal</b>	Amanda Prince	843-797-2711
<b>Superintendent</b>	Dr. Anthony L. Parker	843-899-8600
<b>Board Chair</b>	Douglas Cooper	843-819-3320

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>Average</b>	<b>Average</b>
2008	Below Average	Below Average
2007	Average	Average
2006	Average	Below Average
2005	Average	At-Risk

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

95.3%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
2	21	80	7	0

\* Ratings are calculated with data available by 06/01/2010.

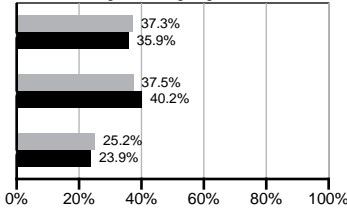
Palmetto Assessment of State Standards (PASS)

Exemplary

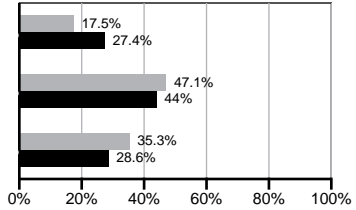
Met

Not Met

English/Language Arts



Mathematics

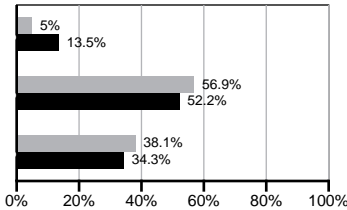


Exemplary

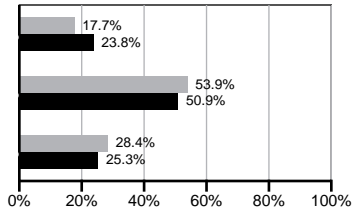
Met

Not Met

Science



Social Studies

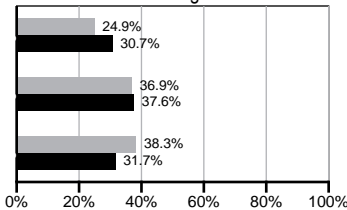


Exemplary

Met

Not Met

Writing



Our school

Elementary schools with Students Like Ours

\* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
<b>Students (n=812)</b>				
First graders who attended full-day kindergarten	100.0%	Up from 96.3%	100.0%	100.0%
Retention rate	3.0%	Down from 4.3%	2.2%	1.9%
Attendance rate	96.2%	Down from 96.6%	96.2%	96.3%
Eligible for gifted and talented	8.5%	Down from 9.8%	9.3%	10.0%
With disabilities other than speech	9.2%	Down from 10.3%	9.3%	7.7%
Older than usual for grade	0.6%	Down from 0.8%	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
<b>Teachers (n=50)</b>				
Teachers with advanced degrees	48.0%	Down from 59.2%	60.4%	59.4%
Continuing contract teachers	70.0%	Down from 85.7%	83.3%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	87.1%	Down from 90.2%	88.2%	85.9%
Teacher attendance rate	97.2%	Up from 91.2%	95.1%	95.1%
Average teacher salary*	\$47,524	Down 4.0%	\$47,419	\$47,149
Professional development days/teacher	10.7 days	Down from 13.1 days	11.6 days	11.1 days
<b>School</b>				
Principal's years at school	1.0	Down from 13.0	5.0	4.0
Student-teacher ratio in core subjects	19.0 to 1	Down from 19.5 to 1	19.0 to 1	18.8 to 1
Prime instructional time	92.9%	Up from 86.8%	90.2%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,528	Up 3.4%	\$7,322	\$7,458
Percent of expenditures for instruction**	68.8%	Up from 66.2%	68.0%	68.8%
Percent of expenditures for teacher salaries**	63.8%	Up from 61.4%	61.5%	63.2%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

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**Report of Principal and School Improvement Council**

This school year was full of positive changes for our students and staff. A new principal and assistant principal worked to ensure a school-wide focus on student learning, professional development, and positive school climate.

We implemented a school-wide Positive Behavior Intervention Supports System (PBIS). The administration, staff, and School Improvement Council worked collaboratively to develop a matrix of school-wide expectations for students and staff and a system of positive reinforcements in order to create a positive learning environment for all students.

A staff of 62 certified professionals and 38 classified support staff worked to provide our students with a variety of educational experiences. Academically, 78.4% of our students scored basic or above in English/Language Arts. 40.3% of our students scored proficient or advanced in English/Language Arts. In math, 70.7% of our students scored basic or above. 25.5% of our scored proficient or advanced in math.

Our school implemented several new programs to support and enhance student learning. Many students participated in the Read Naturally fluency and comprehension program, Headsprout for K-2 reading, Voyager Math intervention, and the FASST Math program to build mathematical fluency. The success of these programs was directly related to the commitment of our school staff and the dedication of our parent volunteers.

Title I funds continue to provide additional resources for our students and parents. Our school used Title I funds to support student achievement by purchasing Compass Learning, a full time lab manager, and a full time reading interventionist for first and second grade students. Title I funds also supported classroom resources and materials including a variety of technological tools. Our School Improvement Council worked in conjunction with our Title I program to create Reading Counts with Barney Beagle, a literature based math and reading program that promotes families and the school working together.

College Park Elementary offers a variety of extra-curricular activities for our students. We provide a before school and after school care program that ensures a safe environment for our students enrolled in this program. We sponsor a range of clubs that include the CPE Chorus, Art Club, Astronomy Club, and after school book clubs for all grade levels. Our Student Council performs many civic responsibilities including organizing the school-wide food drive, conducting the WCPE morning news program, and leading our school PASS rally.

At College Park Elementary, we believe that all students can learn. We are committed and take pride in the education of all of our students.

Amanda M. Prince, Principal  
Mary Dick, School Improvement Council

**Evaluations by Teachers, Students and Parents**

	Teachers	Students*	Parents*
Number of surveys returned	54	98	57
Percent satisfied with learning environment	92.5%	89.8%	78.9%
Percent satisfied with social and physical environment	96.3%	91.8%	77.2%
Percent satisfied with school-home relations	88.7%	93.8%	70.2%

\* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	NO
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This school met 27 out of 29 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	R
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.2%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

\* Or greater than last year

**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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**English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)**

All Students	396	99.8	25	37.6	37.4	86.8	84.7	82.8	Yes	Yes
<b>Gender</b>										
Male	210	99.5	29.3	39.4	31.4	82.4	80.7	79.3	N/A	N/A
Female	186	100	20.5	35.8	43.8	91.5	89.1	86.5	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	248	100	21.6	35.6	42.8	89.4	88.5	89.5	Yes	Yes
African American	88	98.9	35.5	44.7	19.7	81.6	78.4	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.1	92.3	I/S	I/S
Hispanic	50	100	27.9	39.5	32.6	81.4	80.4	76.5	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	89.7	82.5	I/S	I/S
<b>Disability Status</b>										
Disabled	60	98.3	59.6	34.6	5.8	57.7	49.6	52	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	47	100	25	40	35	82.5	79.3	75.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	223	99.6	28.1	40.7	31.2	83.4	79.8	75.5	Yes	Yes

**Mathematics - State Performance Objective = 57.8% (Met or Exemplary)**

All Students	396	100	35.3	47.1	17.5	76.4	80.2	78.9	Yes	Yes
<b>Gender</b>										
Male	210	100	39.7	41.8	18.5	71.4	77.9	77	N/A	N/A
Female	186	100	30.7	52.8	16.5	81.8	82.8	80.9	N/A	N/A
<b>Racial/Ethnic Group</b>										
White	248	100	30.1	49.2	20.8	80.9	85.4	87.2	Yes	Yes
African American	88	100	54.5	39	6.5	59.7	70.6	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	93.2	93	I/S	I/S
Hispanic	50	100	32.6	53.5	14	79.1	78.4	76	Yes	Yes
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.1	79.5	I/S	I/S
<b>Disability Status</b>										
Disabled	60	100	73.6	22.6	3.8	34	45.2	45.5	No	Yes
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	47	100	32.5	52.5	15	80	80.2	76.1	Yes	Yes
<b>Socio-Economic Status</b>										
Subsided meals	223	100	43	45.5	11.5	70.5	73.5	70.2	Yes	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
<b>Science</b>								
All Students	262	100	38.1	56.9	5	61.9	69.2	67.5
<b>Gender</b>								
Male	138	100	39.3	58.2	2.5	60.7	68.4	67
Female	124	100	36.8	55.6	7.7	63.2	70.1	68
<b>Racial/Ethnic Group</b>								
White	162	100	31.4	61.4	7.2	68.6	78.2	79.5
African American	62	100	N/AV	N/AV	N/AV	46.3	53.6	50.3
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	86.4	84.3
Hispanic	34	100	N/AV	N/AV	N/AV	50	62.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.4	71.2
<b>Disability Status</b>								
Disabled	38	100	N/AV	N/AV	N/AV	30.3	34	35.6
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
<b>English Proficiency</b>								
Limited English Proficient	32	100	40.7	51.9	7.4	59.3	64.6	59.6
<b>Socio-Economic Status</b>								
Subsided meals	150	100	48.1	50.4	1.5	51.9	59.5	55.1

**Social Studies**

All Students	259	100	28.7	53.7	17.6	71.3	74.2	72.3
<b>Gender</b>								
Male	133	100	28.7	53.3	18	71.3	73.3	71.5
Female	126	100	28.7	54.1	17.2	71.3	75.1	73.2
<b>Racial/Ethnic Group</b>								
White	162	100	22.9	57.3	19.7	77.1	80.5	80.7
African American	57	100	46	46	8	54	62.9	60
Asian/Pacific Islander	8	I/S	I/S	I/S	I/S	I/S	87.9	88.5
Hispanic	31	100	32.1	50	17.9	67.9	69.7	68
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	82.6	72.2
<b>Disability Status</b>								
Disabled	39	100	N/AV	N/AV	N/AV	42.9	42.4	43.5
<b>Migrant Status</b>								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
<b>English Proficiency</b>								
Limited English Proficient	30	100	33.3	48.1	18.5	66.7	70.7	67.9
<b>Socio-Economic Status</b>								
Subsided meals	150	100	35	47.4	17.5	65	66	62.1

Abbreviations for Missing Data

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**PASS Performance By Group**

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
<b>Writing</b>										
All Students	385	99.5	38.1	37	24.9	61.9	69.4	70.2	96.2	96.3
<b>Gender</b>										
Male	203	99	50.5	31.1	18.4	49.5	61.4	63.2	96.3	96.3
Female	182	100	24.6	43.4	32	75.4	77.9	77.5	96.1	96.4
<b>Racial/Ethnic Group</b>										
White	242	99.2	35.5	37.2	27.4	64.5	74.6	79.1	95.5	95.9
African American	87	100	45.6	34.2	20.3	54.4	60.1	57.6	97	96.9
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	85.4	86.2	97.6	97.5
Hispanic	46	100	44.2	39.5	16.3	55.8	63.2	62.6	97.2	96.6
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	63.2	68.7	96.4	95.8
<b>Disability Status</b>										
Disabled	57	98.3	92.5	3.8	3.8	7.5	26	26.1	95.8	95.5
<b>Migrant Status</b>										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
<b>English Proficiency</b>										
Limited English Proficient	43	100	45	40	15	55	62.4	61.2	97.3	96.9
<b>Socio-Economic Status</b>										
Subsidized meals	214	99.5	46.8	35	18.2	53.2	61	58.9	96	96

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	145	100	25.8	26.5	47.7	74.2
	4	125	99.2	24.1	44.8	31	75.9
	5	126	100	25	43.1	31.9	75
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	145	100	39.4	37.1	23.5	60.6
	4	125	100	31.6	52.1	16.2	68.4
	5	126	100	34.5	53.4	12.1	65.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	73	100	50	45.3	4.7	50
	4	125	100	32.5	62.4	5.1	67.5
	5	64	100	36.2	58.6	5.2	63.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	72	100	44.1	45.6	10.3	55.9
	4	125	100	22.2	62.4	15.4	77.8
	5	62	100	23.7	45.8	30.5	76.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	139	100	36.4	34.1	29.5	63.6
	4	124	99.2	37.3	41.5	21.2	62.7
	5	122	99.2	40.9	35.7	23.5	59.1
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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